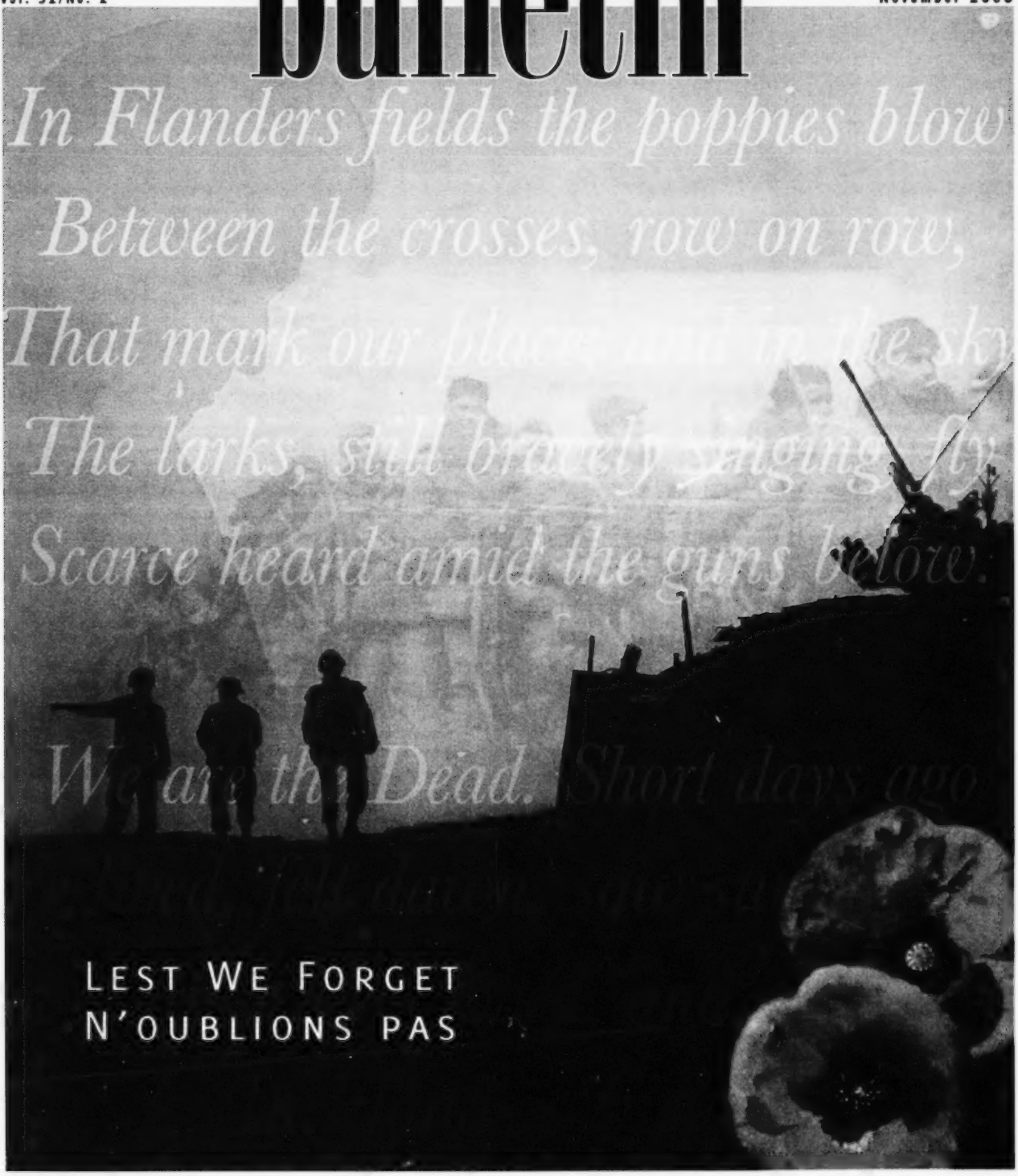
NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

# THE bulletin

Vol. 52/No. 2 November 2008


In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our places; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
We are the Dead. Short days ago
LEST WE FORGET
N'OUBLIONS PAS

# *Up Front* from the President

When I was a teaching-principal at Avoca Collegiate in Badger, our students always participated in the Remembrance Day writing competitions sponsored by the Royal Canadian Legion. Our student entries included heartfelt poetry and prose, as well as meaningful illustrations displayed on poster submissions. The whole school would be engaged in study and stories leading up to our Remembrance Day Assembly and the gym would be decorated with colorful artwork as well as countless examples of eloquent and stirring poetry.

This process of remembrance is undoubtedly played out at all schools in the province each year, under your careful guidance and through your encouragement and inspiration. This coming November 11th will mark the third time that the NLTA will be placing a wreath on behalf of teachers at the National War Memorial in St. John's. It is a distinct honor to attend these occasions on your behalf as the NLTA offers teachers' gratitude, prayers and respect to those fallen soldiers and to wish our present armed forces godspeed in their peacekeeping missions and other military roles around the globe.

At our most recent Newfoundland and Labrador Memorial Day on July 1, 2008, the NLTA was afforded first time official representation at the wreath laying ceremony at the National War Memorial to commemorate our kinsmen, most of whom gave their lives at Beaumont Hamel. It is an event we have successfully lobbied to have representation within, and is a tradition that the NLTA will now continue to be a part of each and every year. Many of our parents, relatives and friends have served in the armed forces and it is indeed only fitting that we will now be represented at both the November 11th and July 1st provincial gatherings.

It is in the classrooms of this province where students are often exposed to their first understandings of citizenship building, democratic ideals and love of province and country. Teachers, by way of the curriculum as well as through classroom discussions, mock parliaments and student councils, are great contributors to student appreciation for and identification with, the freedoms and rights we all enjoy as Canadians. Along with parents and community representatives, it is the teachers of this province who instill in their students a love and respect for Newfoundland and Labrador and our heritage and unique culture. The huge generosity and charity of Newfoundlanders and Labradorians is often the direct result of the instruction and work that teachers do in the classrooms and communities where they teach and live. It is through the contributions of soldiers past and present that we have been able to live in a peace-loving land that provides for one of the best education systems in the world.

The work of teachers is certainly no different throughout Canada and the world, but in some nations the cause of promoting education in a peaceful and open environment can be very daunting. The challenge in many countries is to ensure that the universal right of all children to a basic education is met and that the parallel right of teachers to freely instruct is respected. Although we have seen a growth of schools and teachers on an international level in recent times, we are still in need of close to 20 million teachers worldwide if universal primary education alone is to be achieved by 2015 – a goal of the United Nations Educational, Scientific and Cultural Organization and supported by Education International. This statistic certainly puts in perspective the scope of the problem we still face in providing education to children throughout the world.

Yet, it has often been through the peacekeeping missions and work of our armed forces that children in other countries have begun to enjoy an accessible and quality education. In addition, through the work of teachers in the Project Overseas Program sponsored by the Canadian Teachers' Federation and through other national and regional teacher organizations, fellow teachers have been assisted around the world in advancing the cause of quality education. A continuing area of concentration of many national teacher associations, and one which has been achieving a considerable degree of success, has been in the realm of supporting and promoting the education rights of girls that have heretofore been denied in many third world countries. Our peacekeeping forces and soldiers in the United Nations' peacekeeping units have paved the way for many of the successes that are beginning to take hold – relative to the cause of freedom, democracy and the equality of education and health care in the developing world.

Please allow yourself some time this Remembrance Day to recognize the contributions our beloved veterans have made in the past on our behalf. I hope it is a happy and peaceful day for you all and may such an atmosphere extend into the rest of your school year. Our veterans of yesteryear and soldiers and Legionnaires of today would certainly have that same wish for you and for your students as well as your families and friends.

Thank you for all that you continue to do so well with the students in your care.

Sean

THE bulletin

Lesley-Ann Browne
**Editor**

Michelle Lamarche
**Editorial Assistant**

Linda Babstock, John Bishop, Elliott Green, Louise King
**Design • Printing • Distribution**

Linda Farrell
**Online Services**

*The Bulletin* is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
Tel: 709-726-3223; 1-800-563-3599
Fax: 709-726-4302; 1-877-711-6582
labrowne@nlta.nl.ca
www.nlta.nl.ca

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission. Advertisements and/or notices of resources carried in this publication do not imply recommendation by the Association of the service or product.
Advertising inquiries should be directed to: Michelle Lamarche, Ext. 227
mlamarche@nlta.nl.ca

Subscription Rate: $16 per year.
For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
*December Issue:* November 3
*Jan/Feb Issue:* January 5

ISSN-1189-9662

Member of the Canadian Educational Press Association, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

CONTENTS

## Features

**10 Professional Development**
*Developing Successful Schools 2008: Data-Driven Dialogue: Practical Strategies for Collaborative Inquiry*
*by George Tucker*

**11** *Educational Leave Application 2009-10*

**15** *Onsite 2008*
*by George Tucker*

**16** *Canadian Space Agency's Annual Space Education Conference: Inspire Space Science Education in Your Classroom*
*by Mary van Thiel*

**18 Virtual Teacher Centre**
*Professional Development and E-Tools*
*by Jim Murphy*

**20 Living Well**
*Rewriting Your Wellness Story*
*by Marie Wall*

## Departments

*Up Front from the President* 2
*On Location News* 4
*In Memoriam* 9
*Calendar* *back cover*

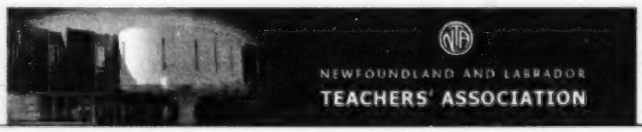
## NLTA Membership Cards and Member Profile Information

If you are a new or substitute teacher and require an NLTA membership card or you are an active teacher and have lost or misplaced your NLTA membership card, please complete the Member Profile Form on the NLTA website and return it to us asap. The Member Profile Form can be found at:

**www.nlta.nl.ca**

*(click the Forms Online link on the left hand side)*

If you are an active or substitute teacher and have not yet completed your NLTA Member Profile Form, please do so. Your Association is currently in the process of setting up a "Members Only" section on the NLTA website and teachers will not have access to the "Members Only" section if they have not completed the profile information.



PROVINCIAL/NATIONAL/INTERNATIONAL

# NEWS

CANADA

## Blue Day supports anti-bullying organizations

BullyingCanada.Ca, the first youth-created anti-bullying website in Canada, is pleased to announce that they have contacted the Prime Minister's Office along with circulating a petition across the country to get a "Blue Day" created in Canada. "Blue Day" would take place December 17 each year where students, educators, parents and the general public would be asked to wear blue in support of anti-bullying organizations.

BullyingCanada.Ca is run by volunteers with one of the founders (Robert Frenette) located in Bathurst, New Brunswick and the second (Katie Neu) located in Listowel, Ontario. Both founders have been victims of bullying and are willing to do media interviews about this very special proposed day. The band "The Road Hammers" is also supporting "Blue Day" by wearing blue on December 17. Petitions are being sent to most cities across Canada to get handwritten signatures from supporters.

How is "Blue Day" different? "Blue Day" is different because it is proposed by youth. Bullying is a severe problem and this will help address it by showing that everyone can take a stand to bullying!

To request copies of the "Blue Day" petition to get handwritten signatures to circulate in your community, contact Robert Frenette by email at: RFrenette@BullyingCanada.Ca.

For more information about "Blue Day" contact: Robert Frenette, Tel: (506) 549-2091; RFrenette@BullyingCanada.Ca or Katie Neu, Tel: (519) 291-5160, KNeu@BullyingCanada.Ca.

## Museums & Schools Partnership Award call to submissions/ Prix du partenariat musées-écoles appel aux candidatures

The purpose of this award is to recognize excellence in collaboration between Canadian museums and schools in developing educational programming to enrich and expand students' understanding of and appreciation for Canada's cultural and natural heritage. The Museums and Schools Partnership Award is co-sponsored by the Canadian College of Teachers and the Canadian Teachers' Federation in collaboration with the Canadian Museums Association (CMA).

The award is open to any Canadian school or school board in collaboration with any Canadian public non-profit museum (including closely related institutions such as zoos and science centers) or museum group, with the exception of institutions employing members of the awards committee.

**The submission deadline is November 15, 2008.** Award recipients will be honoured at the CMA National conference in Toronto, March 2009.

For more information about this award and to download the award application form, please visit the CMA website at www.museums.ca/en/about_cma/awards/museums_and_schools_partnership_award/index.php

Ce prix reconnaît l'excellence de la collaboration entre les musées canadiens et les écoles dans le cadre du développement d'une programmation éducative visant à enrichir et à augmenter la compréhension des élèves et leur appréciation des patrimoines culturel et naturel canadiens. Le Prix du partenariat musées-écoles est commandité par le Collège canadien des enseignant(e)s et la Fédération canadienne des enseignantes et des enseignants en collaboration avec l'Association des musées canadiens (AMC).

Ce prix peut être décerné à toute école canadienne ou conseil scolaire collaborant avec un musée canadien à but non lucratif (incluant les institutions

apparentées telles les zoos et les centres de sciences) ou à un groupe de musées, à l'exception des institutions employant des membres du comité des prix.

**La date limite pour soumettre des candidatures est le 15 novembre 2008**. Les récipiendaires seront honorés lors du congrès national de l'AMC à Toronto, en mars 2009.

Pour plus de renseignements sur ce prix et pour accéder au formulaire de demande, veuillez consulter le site web de l'AMC à: www.museums.ca/fr/a_propos_de_lamc/prix/prix_du_partenariat_musees_ecoles/index.php

## Art in Architecture: A Cross-Curriculum Teaching Tool

The Royal Architectural Institute of Canada (RAIC) has developed a cross-curriculum teaching tool that can be adapted from grades 6 to 12. Teachers in History, Visual Arts, Geometry, English and French, as well as Geography, Sciences, Technology, and Social Sciences can seamlessly enrich their curriculum with the DVD *In Search of a Soul* – which traces the design and building of the Canadian War Museum in Ottawa – and the enclosed teaching strategies and classroom activities. The strategies reflect current pedagogical research that underline the power of brain-based teaching, differentiated instruction, and cross-curricular literacy strategies.

Teachers and students alike will learn how the architectural elements featured in the documentary complement and enhance the essential message of the museum itself; hope, peace and regeneration, and gain a new appreciation for the designers and builders of our built-environment.

To learn more or to order, visit the Online Purchases section of the www.raic.org website: http://members.raic.org/practice_documents.php?product_category=7&product_id=218. If you have questions, please contact Denise MacDonald at the RAIC at 613-241-3600 ext. 205 or by email at dmacdonald@raic.org.

## One Million Acts of Green (OMAoG) campaign

The Canadian Teachers' Federation, through the Green Street program, is a partner with CBC's *The Hour's* One Million Acts of Green (OMAoG). The campaign was officially launched on October 21, 2008, and runs during *The Hour's* entire upcoming season through to June 2009.

George Stroumboulopoulos and *The Hour* will unite with other CBC programs to 'go green,' including *CBC News, Kids' CBC, Steven & Chris, Living, CBC Sports* and others. The call is out to everyone: politicians, celebrities, athletes, businesses, schools and universities. Everyone. OMAoG has recruited some environmental partners who will stand shoulder-to-shoulder for the duration of the campaign: Clean Air Foundation, The David Suzuki Foundation, Earth Day Canada, Environmental Defence, Evergreen, Green Street (managed by the Canadian Teachers' Federation) and The Climate Project-Canada are all non-profit ENGO's. They are results-based, community-centered and absolute authorities on what it takes to get to 'green.' Their support and commitment to OMAoG is invaluable.

All Canadians have to do is commit one act of "green" (or more), then register the act. There will be a highly interactive One Million Acts of Green (OMAoG) website (www.onemillionactsofgreen.com) where anyone can log their acts and see an immediate impact via an extensive green calculator designed by GreenNexxus. The site will also be a hub of information about OMAoG and will serve as an educational resource of "green" content. Registrants will be able to learn more, inspire and challenge others to act.

It's not about overhauling your life; it's about one act from each individual amassing to a million. Maybe it's switching to compact fluorescent light bulbs, making the decision to walk or bike to work, or to buy locally grown organic food. It can be as simple as recycling your cell phone or as ambitious as building a green roof space. One small thing can have a huge impact. Young and old, parents and kids, small towns and big cities, *The Hour* wants Canadians to take action for the sake of the environment.

OMAoG exemplifies what Canadians do best, being a part of a collective. To be bigger than the individual, and to see what can be achieved by working together in a human network, is intrinsically Canadian. The goal is set: the challenge is on to make our lives, our communities, and our environment greener. One Million Acts of Green, one act at a time.



## Are you a "mid-career" teacher? Do you have between 10 - 20 years experience as a teacher? If so, the NLTA wants to hear from you...

The NLTA's mission statement speaks to our dedication to providing outstanding programs and services to our members. Sometimes those programs and services are developed to respond to the particular needs of groups within the Association. This fall we are conducting focus groups throughout the province to hear from mid-career teachers. If you are not part of a group but would like to express your ideas and opinions, just email, fax or phone in your responses to the questions being posed:

1. Do you think there are challenges which are unique or more significant for mid-career teachers? If yes, what are the top three concerns/issues for that group? How might the NLTA address these issues?
2. If the issue could be addressed through professional development, what type of PD works best for you?
3. What other comments, suggestions do you have regarding the programs and services offered by the NLTA?

We'd love to hear from you. You do not have to identify yourself but we would like to know your number of years experience.

Please contact us at: mail@nlta.ca; Tel: 726-3223 or 1-800-563-3599, (ext. 0 after hours); Fax: 726-4302 or 1-877-711-6582.

## Magazine Program for Teachers

The QSP/Reader's Digest Magazine Program for Teachers is still available for the 2008-09 school year. Teachers are able to purchase and renew favorite magazines at special discount prices. These prices are available online only at www.qsp.ca/faculty. Teachers are asked to enter access code **teacher08**, then select "shop now", then enter the **NLTA Group #18188**.

Please note that you will not receive any prizes or awards and the school does not receive any profit from the discounted orders placed on this website. If you are ordering for the library/classroom, a proper name is required. Please do not list the school name or library as the subscriber. You must order in the name of the Teacher/Librarian and then just fill in the

mailing address of the school/library. Incorrect orders will be rejected by the publishers.

If you have any questions on the Magazine Program for Teachers or wish to organize a fundraising program for your school, contact QSP directly: Sandy McCarty, 1-888-399-8277 or sandymccarty@rogers.com.

## Education Week 2009

Education Week has always been about celebrating education and the importance of learning. It can be an enriching experience for students, teachers and parents.

The theme for Education Week, March 1-7, 2009, is *Celebrate Our Heroes • Célébrons nos héroïnes et héros.*

There are numerous heroes in our society at the local, national and international level. A study of our heroes can lead to a better understanding of our history, attitudes and forces that shape all of us. Heroes come in all shapes, sizes, age, and gender, and can be right next door or halfway around the world.

Resource materials are currently being prepared for Education Week and will be available to teachers in the coming weeks. The location of the Opening Ceremonies has yet to be decided but will be communicated as quickly as possible. If you want to reference past information on Educaiton Week and review previous resource materials that may help in your planning, please visit www.nlta.nl.ca, go to "Publications" and then "Education Week".

## NL Envirothon 2009

NL Envirothon is a High School Environmental Competition involving teams of five students and a teacher/coach who compete in five theme areas: *Aquatic Ecology*, *Soils and Land Use*, *Wildlife*, *Forestry*, and a changing topic, which for 2009 is *Biodiversity in a Changing World*.

NL Envirothon is a fast-paced, competitive, challenging event that promotes teamwork, public speaking and understanding of the province's natural resources. Winners at the provincial event qualify to represent the province at the Canon Envirothon to be held in North Carolina, August 2-8, 2009.

NL Envirothon will take place from May 7-9, 2009 at the Lion Max Simms Memorial Camp, Bishop's Falls. For more information contact the Model Forest of Newfoundland and Labrador, Tel. (709) 637-7300, Fax (709) 634-0255, bmoroni@wnmf.com.

# 2008 PRE-RETIREMENT SEMINAR

## REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

Email

Please check which session you will be attending:

~~☐ CANCELLED CANCELLED~~

☐ **Oct. 16-17** – Greenwood Inn, Corner Brook

☐ **Oct. 23-24** – Mt. Peyton, Grand Falls-Windsor

☐ **Nov. 6-7** – Holiday Inn, Stephenville

☐ **Nov. 13-14** – Holiday Inn, St. John's

☐ **Nov. 20-21** – Holiday Inn, St. John's

☐ **Dec. 4-5** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

*Note:*
- Teachers within two years of retirement (on or before June 2011) are eligible to attend.
- All participants must pre-register.
- You will receive confirmation prior to seminar.
- Travel costs will be paid according to policy and only to the nearest seminar.
- Teachers are advised to bring a calculator.

Please submit registration form to:
**Melanie Jaster**
**Benefits and Economic Services Division,**
**Newfoundland and Labrador Teachers' Association**
**3 Kenmount Road, St. John's, NL A1B 1W1**
**Fax: 709-726-4302; 1-877-711-6582** *(toll free)*

**NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.**

| FOR NLTA OFFICE USE ONLY | | |
|---|---|---|
| Date Received | Confirmation Sent | Information Package Sent |
| | | |

### B. WADE COLBOURNE, 1954-2008

Wade passed peacefully away at the Leonard A. Miller Centre on March 31, 2008, at the age of 53 following an illness of two years. He was born and received his early education in Lush's Bight on Long Island, N.D. Bay.

Wade held a B.A., B.Ed., and an M.A. in Linguistics from Memorial University of Newfoundland. His thesis, under the supervision of Dr. Harold Paddock, who is originally from Long Island, was a dialectical study of language spoken by the residents of the community in the late 1970s.

Wade spent his teaching career at Long Island Academy in the area of language arts at the junior and senior high school levels. He also served as vice-principal of that school for approximately 15 years, with a term as principal, where he was highly respected by his colleagues. Wade is remembered by a large number of former students as a teacher who inspired and who encouraged all students to strive for their very best.

Wade served on the Green Bay Branch of the NLTA, including two years as Branch President in the mid 1980s.

While on leave from his teaching position in the late 1980s, Wade worked as researcher/writer with Cuff Publications on the *Encyclopedia of Newfoundland and Labrador*.

Wade's leisure activities included reading, listening to CBC Radio and gardening. He was a fan of Stompin' Tom Connors, and "I Am The Wind," selected by Wade's spouse, Ruby, was played during the memorial service.

Wade is greatly missed by daughter, Christa, and sons, Vance and Nicholas; mother, Maggie; and siblings Aubrey, Madge, Debbie, Bonnie, Valerie and Gregory. Wade also had a large circle of other relatives, friends and colleagues.

His father, James, predeceased him in 2000.
*(Submitted by Ruby Paddock-Colbourne)*

### CLIFFORD SAMUEL SMITH, 1935-2008

On August 1, 2008, the family and friends of Cliff were deeply saddened by his passing. Born on May 21, 1935, Cliff was the youngest of four children born to Samuel and Beatrice Smith. He grew up in Blaketown and graduated from Memorial University with a Bachelor of Education. He married the love of his life, Grace (nee Mayne), and together they raised four children – Linda, Marlene, Dean and Dwayne.

He began his 36-year teaching career in the small community of Rock Harbour in 1952 at the age of 17 and then went on to teach in several one-two room schools throughout the province. From Spread Eagle, Islington, Greens Harbour and Shearstown, he left lasting impressions on all his students. From 1959 to 1970 Dad was principal of All Saints School in Dildo and then became principal of Epiphany Elementary in Heart's Delight until his retirement in 1989.

Dad was passionate about teaching and instilled a love of history in many of his former students, including myself. He was also an avid sports enthusiast. I have heard many stories of him coaching hockey on the outdoor rink and teaching students to play soccer and softball. In the words of a former student, Dad was "...a favorite teacher who showed great leadership in both academics and sports who impacted many lives during his career."

When the stadium opened in Whitbourne, Dad was one of the first referees in the area, an activity that he enjoyed tremendously which resulted in him volunteering much of his time with the Minor Hockey program.

Dad had a love of sports and a competitive nature that he passed on to his children. I think this is why his children and grandchildren were all so involved in sporting activities. Throughout the years Dad and Mom became familiar faces at various sporting events with their children and grandchildren. I remember them at Sunnyside sports days, school gymnasiums, hockey arenas and slow-pitch fields throughout the province. This love for sports also took Dad and Mom outside the province when they traveled with the slow-pitch team for national competitions with Dad as coach.

Throughout the last year our family has seen some difficult times. Right up until his last days, Dad continued to teach us with pride, optimism and courage. We will remember him as a man of faith and courage who took pride in a job well done. He loved sports, hunting, fishing, the two-step and a good game of cards.

Above all, he loved his family and friends, especially his wife, children and grandchildren who will be richer for having shared their lives with him.
*(Submitted by the family and written by his daughter, Linda Thorne)*

Wade Colbourne

Clifford Smith

*Developing Successful Schools 2008*

# Data-Driven Dialogue: Practical Strategies for Collaborative Inquiry

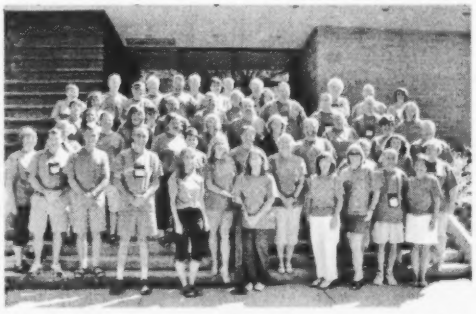
*by* GEORGE TUCKER

From July 8-11, Mount Allison University in Saskville, New Brunswick, hosted the annual Developing Successful Schools (DSS) Conference. Approximately 80 school administrators and teachers from the four Atlantic Provinces, including a delegation of 12 representing the Newfoundland and Labrador Teachers' Association, participated in a wonderful learning experience with internationally-renown presenter, Bruce Wellman.

As informed educators know, developing high standards and accountability for student success requires capacities for collaborative problem solving and planning with data. Improper data use can mislead groups, trigger denial or stimulate resistance to change. Through sustained inquiry in a supportive environment, adult groups build webs of commitment to action for school improvement. Mr. Wellman's expertly facilitated interactive sessions helped the participants explore and apply a three-phase model that supports productive collaborative inquiry. Participants investigated strategies and structures that reduce defensiveness and create shared responsibility for student learning. Delegates were able to hone practical tools for discovering assumptions, promoting data-focused inquiry and developing shared understandings of both problems and possible solutions. These understandings will undoubtedly become the foundation for dynamical planning processes back in their respective schools. Hopefully as the DSS 2008 participants learn to link statistics and stories, numbers and narrative and data and dialogue, new possibilities for community building and richer forms of professional practice will emerge that will better serve student learning in these changing times. When groups employ structural scaffolds, such as the collaborative learning model presented during DSS 2008 to guide and facilitate their developing skillfulness, they will indubitably increase their confidence and success in working with data and each other.

DSS 2008 was a successful initiative in all areas as the following quotes from the event evaluation forms attest. These representative quotes should be all the proof you need to mark your calendar for DSS 2009.

- *Very beneficial to my position as an administrator. An incredible "tool kit" and resource that is very user-friendly! Bruce Wellman is a masterful facilitator.*
- *The networking that took place with my fellow administrators from around the Atlantic region is so very useful and powerful.*
- *I haven't laughed so hard and so often in a long time – this DSS experience has been a real gift in my life.*



**DSS 2008 delegates on the steps of Hesler Hall at Mount Allison University.**

DSS is an annual event made possible through a partnership between the four Atlantic Teacher Associations (NLTA, NBTA, PEITU and NSTU) and the New Brunswick Department of Education. Information on DSS 2009 will be available in the New Year.

*George Tucker is an Administrative Officer in the Professional Development Division of the NLTA. Please contact George is you are interested in being a participant in DSS 2009.*

# Applying for Educational Leave

## Academic Year 2009-10

The period of educational leave corresponds with one of the following: Fall Leave extends from the beginning of the school year to the beginning of the Christmas holiday period. Winter Leave extends from the first day of school in January to the end of the university exam period or the beginning of the Easter holiday period. Spring Leave commences up to 2 days prior to the beginning of the third semester of university classes and continues to the end of the school year. The exact dates for the period of leave are to be determined between the teacher and the school board.

There are a total of **62.5** leaves available for teachers covered under the Provincial Collective Agreement; there are **3** leaves available for those teachers covered under the Labrador West Collective Agreement.

### The Application Process:

- Teachers must be employed in this province for five years or more (by the end June 2009) to be eligible for paid educational leave for the 2009-10 school year.
- Application is made **to the District**, not directly to the Department of Education.
- Districts may rank applications according to District needs.
- Districts must forward applications to the Department of Education by February 1.
- **DISTRICTS OFTEN HAVE AN EARLIER DEADLINE. CHECK WITH YOUR DISTRICT OFFICE.**
- **Applications received after February 1 will not be considered.**

### The Decision-Making Process:

- A committee with representation from the Department of Education, the Newfoundland and Labrador Teachers' Association and the Newfoundland and Labrador School Boards Association makes decisions on granting of awards.
- The committee makes its selections by March 1 of each year.
- Successful applicants are notified by March 30 by the Committee Chair.
- In making its decision, the Committee considers several criteria including, but not limited to:
  - ✓ Whether the applicant has had paid leave in the past.
  - ✓ Current certificate level.
  - ✓ Whether study during leave will lead to a certificate upgrade.
  - ✓ Whether the applicant's job is at risk without re-training/upgrading.
  - ✓ The educational needs of the District and rankings as recommended by the Director.
  - ✓ Program of study (teacher supply and demand/program restrictions).*

No one factor of those listed in the above criteria dominates the Committee's final decision. Each member of the Committee, after thorough discussion of all the factors and after reviewing in detail the information on each applicant, has input to the final selection. Every effort is made to apply the criterion in a consistent fashion, and some aspects of the procedure may be computer assisted.

***If a successful applicant changes his/her planned program of study from that indicated on the original application, the application must be reconsidered by the Selection Committee.**

# Policy Regarding Awarding of Educational Leaves

(1) The maximum leave to be awarded any one teacher shall be 2½ university semesters.

(2) Leave shall normally be awarded for a duration of 1 or ½ university semesters.

(3) A teacher will be eligible to receive an additional award five years after receiving an award.

(4) Notwithstanding the above, a teacher may receive additional awards if that teacher is pursuing a program of studies at the request of the Educational Leave Committee or a program of studies which the Committee has identified as one to receive priority.

(5) In any given year if the number of leaves available exceeds the number of "first-time" applicants, the additional awards will be given to applicants who have received an award previously.

# Article 20 – Educational Leave
# [Article 31 – Labrador West Agreement]

**20.01 [31.01]** Subject to the other provisions of this Article, a teacher who has been employed in Newfoundland and Labrador as a teacher for five (5) years or more may be eligible for Educational Leave up to one (1) year.

**20.02 [31.02]** There shall be an Educational Leave Committee consisting of five (5) members, two (2) of whom shall be appointed by the Newfoundland and Labrador Teachers' Association.

**20.03 [31.03]** Teachers who are eligible for Educational Leave and who wish to obtain such leave, shall make application to the School Board. Only applications which are approved by the School Board shall be forwarded to the Educational Leave Committee.

**20.04 [31.04]** Prior to January 1 each year, the Minister shall notify the Educational Leave Committee of the number of teachers who may be granted educational leave in the coming school year. In any event, the minimum number of teachers who may be granted leave shall be twenty-five (25) per year, or the equivalent. [In any event, the minimum number of leaves which may be granted shall be 3.0 semesters per year, or the equivalent.]

**20.05 [31.05]** The Educational Leave Committee shall, not later than the 1st day of March of the year of the award, select those teachers who are to be granted educational leave. The number selected by the Committee shall not exceed the number indicated by the Minister in accordance with Clause 20.04 [Clause 31.04].

**20.06 [31.06]** Leave granted under this Article shall be at the rate of eighty per cent (80%) salary.

**20.07 [31.07]** Upon completion of the Educational Leave, a teacher shall return to the School Board from which leave was granted, for a period of not less than double the period of leave granted.

**20.08 [31.08]** A teacher granted Educational Leave shall, subject to Article 9 [Article 47], on [upon] return be given the same position or comparable position in the same school, unless it is mutually agreed between the teacher and the School Board that the teacher return to a particular position.

**20.09 [31.09]** The period in which a teacher is on Educational Leave with pay shall be considered as full time taught.

**20.10 [31.10]** Nothing in this Article shall be deemed to preclude leave privileges which may be available to teachers under Article 19 [Article 30].

# Application for Educational Leave

## September 2009 – June 2010

NAME: _____ S.I.N.: _____

HOME ADDRESS: _____

_____

PHONE: (Home) _____ (School) _____

SCHOOL DISTRICT: _____

---

PRESENT TEACHING CERTIFICATE: _____

DEGREES/DIPLOMAS:

Degree/Diploma: _____ Major Field of Study: _____ Date Conferred: _____

Degree/Diploma: _____ Major Field of Study: _____ Date Conferred: _____

Degree/Diploma: _____ Major Field of Study: _____ Date Conferred: _____

CURRENT TEACHING ASSIGNMENT: _____

DATE OF LAST COURSE TAKEN: _____

NO. OF YEARS TEACHING: In the Province: _____ Elsewhere: _____

*(Note: To be eligible for educational leave in 2009-10 you must have been employed in Newfoundland and Labrador for five years or more by the end of June 2009.)*

Have you had paid educational leave in the past? ❑ Yes ❑ No If yes, indicate the duration and year of leave: _____

Have you applied, but not been granted, educational leave in the past? ❑ Yes ❑ No

List of other awards, scholarships, fellowships, etc., which you may receive for the period of leave: _____

_____

_____

DATES FOR WHICH LEAVE IS REQUESTED: (Period: September - December 2009; January - April 2010; May - June 2010)

First Choice: _____ Second Choice: _____

Educational Institution: _____

What program of study do you intend to pursue? _____

Have you been accepted for this program of studies for the semester(s) indicated? ❑ Yes ❑ No
*(If yes, please attach confirmation of acceptance from the educational institution.)*

Please give below any additional information related to the criteria listed on page 11 re the decision-making process which you feel would assist the committee in making its decisions. *(Please attach an additional sheet if more space is required.)* _____

_____

_____

**I hereby certify that I fulfill the requirements for educational leave as outlined in Article 20.01 of the Collective Agreement [Article 31.01 of the Labrador West Agreement] and accept the obligation imposed by Article 20.07 [Article 31.07 of the Labrador West Agreement].**

Date: _____ Signature: _____

**NOTE TO TEACHERS:**
Please forward to your School District and from there it will be forwarded to the Department of Education. Application must be received at the Department of Education by **FEBRUARY 1, 2009**.
***Districts often have an earlier deadline. Check with your district office.***

**OFFICE USE ONLY**

**Approved on behalf of (name of District)** _____

**which agrees to the provision of Article 20.08 [31.08] and 20.09 [31.09].**

School District Comments/Recommendations: _____

_____

_____

_____

_____

Date: _____ Signature: _____
(*Chairperson or Director of Education*)

---

**Recommended for educational leave by the Educational Leave Committee for the period of:**

_____

Program of Study: _____

Date: _____ Signature: _____

# Onsite 2008

*by* GEORGE TUCKER

In mid August 2008 some 20 adventurous environmental science teachers from Newfoundland and Labrador met in scenic Gros Morne National Park for a week of practical, hands-on professional development. Participants stayed at the Gros Morne Cabins in Rocky Harbour and took day excursions to sites that were specifically selected by Parks Canada staff who offered their expertise on a variety of topics. Four main themes were studied: Ecological Monitoring, the Marine Environment, Stream Monitoring and the Forest Environment. The high school environment teachers participated in a number of field trips which provided them with an opportunity to experience, first-hand, scientific procedures as well as in-depth environmental science content that they will bring back and utilize with their own students.

For the second consecutive year, a Social Studies Institute ran concurrently with the Environmental Science Institute. The 18 Social Studies teachers traeled to Gros Morne with their science colleagues but departed by coach bus on day two for a five-day excursion to Port au Choix, St. Anthony, L'anse aux Meadows and Red Bay. At these Parks Canada historic sites, the participants experienced first hand all that the historically significant locations and its passionate Parks Canada staff could offer.

The ONSITE Institute is sponsored by Parks Canada, the Newfoundland and Labrador Teachers' Association and the Department of Education. The Department covers all expenses incurred by the participants including transportation, meals and lodging. The photos presented here are a small sampling of some of the activities experienced by the Environmental Science group.

Information re ONSITE 2009 will be available after Easter 2009. If you are interested in attending, please contact George Tucker, Administrator Officer, PD Division, NLTA.

*Canadian Space Agency's Annual Space Education Conference*

# Inspire Space Science Education in Your Classroom

*by* MARY VAN THIEL

Since meeting astronaut Roberta Bondar, the first Canadian astronaut and the world's first neurologist in space, I have been in awe of the work that the Canadian Space Program has done for our country. This summer I attended the Canadian Space Agency's (CSA) annual Space Educators Conference at the John H. Chapman Space Centre in Longueuil, Quebec. This conference is open to educators from across Canada with a total of five places reserved for educators from Newfoundland and Labrador. This program helps teachers who are "science shy" to overcome their "fears" about teaching science in relation to space. The Canadian Space Agency is responsible for the development and implementation of Canada's Space Program. The Space Learning Program supports the development of scientific literacy among educators and students across the country and the Space Educator Conference is part of their Professional Development.

We had the opportunity to meet astronaut Dr. Dave Williams, a veteran of shuttle mission STS-90. Dr. Williams set a Canadian record in 2007 by spending over 19 hours outside the space station during three scheduled space walks. In addition, Canadian-made robotics and sensor technologies helped ensure the success of the mission and the safety of the shuttle and crew. Dr. Williams stated, "I can inspire others to dream but educators have the tools to make and enable their dreams to come true. The legacy that you as educators leave is more proficient in the classroom. As educators you inspire students."

The program was structured so that all participants could avail of several plenary sessions offered each day of the conference. In addition to the plenary sessions there were 20 workshops to choose from where experts in the areas facilitated the sessions and presentations. One of my favorite sessions was called "Local, Polar and Martian Habitats". Through experiments, games, hands-on activities, and research, students learn about local and polar organisms, their habitats, and their adaptations. Based on what they learn about survival, students can create their own species to live on Mars. We learned how it ties in with curriculum outcomes food chains/food web. We also learned about a program called Tomatosphere: Growing Seeds on Mars ... the Future in Farming! This program allows students to investigate on-line for information about a variety of topics related to the Tomatosphere Project (www.tomatosphere.org). Students can build a lunar module and plant seeds in the module.

**Mary van Thiel at the Canadian Space Agency's Space Educators Conference.**

I learned all about Dextre, Canada's new two-armed robot, got a better understanding of how it works and had the opportunity to build a model of Dextre. We were given a tour of Canadian Space Agency facilities and showed Canada's significant contribution through its space robotics program. Work in space is done through Canadian robotics as Canadarm2 Station Assembly makes it possible to reach difficult locations. *Moving Payloads in Space*, *Bones in Space*, *Electromagnetism of the Moon*, *How to Explore Mars*, *Designing Spacecraft: An Exercise in Critical Thinking for Engineers, Educators, and Students*, and *RADARSAT-2: Canada's new "eye" in the*

sky were some of the other concurrent sessions that teachers could choose.

The CSC is offering opportunities for students to be a part of space exploration. Bob Thirsk – Canadian astronaut, medical doctor, and engineer – will be the first Canadian to live in space at the International Space Station for an extended time with a six-person crew. Students will be given a challenge to provide a different daily menu and all menus must be designed for a Space environment. Students will need to understand how different mixtures of food in the body of an astronaut work and how they interact with each other. Students will design a tasty menu for a placemat utilizing Canada's Food Guide. The top 100 health menus will be printed on a calendar, the top 10 menus will be used in Space, and the student who designs the top menu will meet Bob Thirsk. Tied in to Bob's trip will be a challenge to all Canadians called *Get Fit For Space*. Teachers get their classes to sign on to the project on the website. As the students orbit, a variety of inspirational messages can be viewed. On the space station Bob Thirsk will give a space station virtual tour.

There will be more web resources available on the CSA website this fall, which will be concept-driven animation, hands-on resources that will be accessible to all students and allow them to do research. Technology will be attached to the resources such as a mini doable that will capture blood rate. This will appeal to different learning styles. The multimedia resources are intended to make science more interesting for students who already have a baseline of knowledge. Also available is a non-profit Educational Outreach Program sponsored by NASA. You can set up an amateur radio at your school. People all over the world can tie into your school. You fill out an application form, with your proposal, and contact information. There is a team to help you with your proposal. You receive a space contact and will have approximately 10 minutes to ask questions of astronauts. When students use the radio contact with the astronauts they can ask questions about the experiments being conducted on the mission and what it is like living in space. Classes can track the shuttle's orbit using computer software, and "eavesdrop" on shuttle communications. For an application or more information check out http://spaceflight.nasa.gov/station/reference/radio/.

We were given resources and made many contacts, not only with the teachers who participated, but also with the scientists, engineers and astronauts at the center. I came away from each workshop with practical, inexpensive and fun activities that I can easily implement into my science curriculum. This was very valuable professional development to me as I am not a science major – and I was excited to get back to the classroom to share some of my newfound knowledge with my students. I know this experience will help me to re-teach these concepts to my students in an interesting fashion and will motivate my students to not only learn about space, but to discover space.

I encourage teachers to apply to next year's Space Educators Conference. Check out their web site (www.space.gc.ca) for more information and stimulating resources for your classroom. It is a great way to meet teachers from across the country and to learn about space by the experts. Financial support is also available through the Canadian Space Agency to a limited number of participants. Should you have any questions, please contact Jason.Clement@space.gc.ca or myself at Macdonald Drive Junior High School (maryvanthiel@esdnl.ca).

---

*Mary van Thiel is a teacher at Macdonald Drive Junior High in St. John's.*

# Professional Development and E-tools

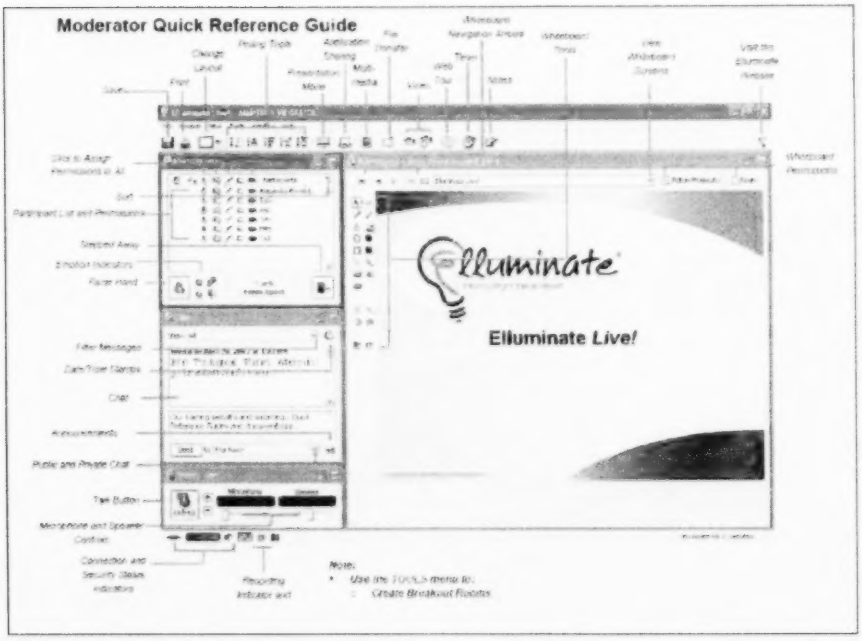
*by* JIM MURPHY

As E-tools continue to evolve, traditional forms of professional development are slowly giving way to models that make use of emerging technologies. Web-based interactive tutorials, forums, WIKI's, direct messaging, blogging and Web conferencing continue to make sense in a country and a province where geography influences the ability of organizations to provide ongoing opportunities for face-to-face professional development. Shrinking travel budgets, increased workloads and substitute teacher availability in many areas of the province are but a few of the obstacles to providing professional development to educators in face-to-face (F2F) circumstances. So, what are my options as a teacher or administrator if I want to become more actively involved in professional development activities without necessarily having to leave my community?

There are two options regarding how E-PD can be delivered using available E-tools, either synchronously or asynchronously. Synchronous activities occur in "real time" and asynchronous activities occur in "your time", or when you can conveniently sit and interact with tutorials, learning modules, forums, blogging, and so on. The following are some of the E-tools currently being utilized for direct synchronous sessions and asynchronous interactions.

**Synchronous Video Conferencing**

The majority of schools in the province now have video conferencing equipment. You may have seen this equipment in the CDLI lab at your school or in the Skilled Trades programs offered in many schools. It consists of a unit with an integrated camera, usually referred to as a POLYCOM unit. With this unit, you can connect to other schools in the province and beyond. Essentially, you can connect to anyone in the world who has similar equipment. You can participate in conferences broadcast from anywhere in the province through what is referred to as a bridge. CDLI currently maintains a bridge that can maintain up to 32 simultaneous connections. Some districts are using this video conferencing bridge to meet with staff and teachers, thus eliminating the logistics of travel (especially winter travel).




**Synchronous Web-conferencing**

***Elluminate***, or ***E-live***, is web-based conferencing software that is used daily by E-teachers to deliver distance learning to students throughout the Province. It has a rich interface with features that allow for an interactive online session. To connect, participants are directed to a website where they can log in to a session with a username and password. Some of the basic features of the software include:

- Audio
- Chat
- Whiteboard
- Polling/Quizzing (surveying and assessing)
- Emoticons (for expressing feelings – content, confused, agree, disagree)
- File sharing
- Video
- Application/Desktop sharing

Participants have the ability to save whiteboard files as PDF (Adobe Portable Document Files) and then sift through and print any slides required. The moderator controls how participants interact with the tools by assigning permissions. For example, the moderator can decide whether to allow for public or private chat between participants.

Moderators have a powerful set of tools at their disposition. All of the tools are controlled by the moderator. Moderators also have access to supplementary tools such as: a timer, polling tools, multimedia sharing, webtour, notes, quiz manager, breakout rooms, as well as the ability to create, save and recall whiteboards, import PowerPoint presentations, capture screens, and record sessions for playback.

E-live has already been successfully utilized to communicate and deliver many services to educators. It makes sense in a province with a diverse and challenging demography and there exists a need to grow this conferencing technology, not simply as a platform for delivering PD, but as a meeting place where colleagues can congregate and share ideas (peer sharing, peer mentoring).

There are other synchronous tools such as instant messaging clients (MSN, ICQ) or communications software such as Skype that also permit direct web-based interaction.

But, what if you would like to become more involved with online professional learning communities but it is not a good fit for your schedule? Then, you may have to consider taking advantage of some of the asynchronous tools that are at your disposal. These tools can provide opportunities for you to network and become involved in collaborative online environments at your leisure and when it is convenient for you. The most basic of "indirect" communications tools would be e-mail or posting resources to a website. It may be something as straight forward as listening to a Podcast posted to a website. Some of the more elaborate tools would include discussion forums, blogs, WIKI's, (What I Know Is...) or personal social networking sites such as Facebook or Myspace. One of the fastest growing sites is youtube (www.youtube.com). Here, you can post video content to share with the world. Many schools block access to these sites, but there has to be recognition at some point that many of these networking sites can provide interesting possibilities from a teaching and learning perspective. There is also an educational version called Teacher Tube (www.teachertube.com/) where you can find plenty of great "video lessons" on just about any subject area. In all, there are literally hundreds of sites and tools available that allow participants to interact with content and other users.

Therefore, when you think professional development, consider looking beyond F2F by expanding your PD into web-based sessions as they become available in your school district and beyond. Taking advantage of these E-tools for professional growth will certainly help to alleviate some of the issues associated with providing timely face-to-face professional development. The Virtual Teacher Centre will be supporting a variety of online PD in the coming years as it continues to offer educators opportunities to get resources, to find colleagues and to share ideas in a collaborative environment.

*Jim Murphy is Coordinator of the Virtual Teacher Centre.*

# Rewriting Your Wellness Story

*by* MARIE WALL

A story is one way to understand, remember and share what we value. Our wellness story is a personal story of how we engage life in order to attain a way of living that fulfills our needs to the greatest extent possible. The change from a sickness perspective to a wellness mindset is revolutionary, whether on a community level or a personal level. We are in the midst of a wellness revolution. It is coming at us from all directions – medical, media, the workplace and our communities. To engage and be part of this revolution means a rewriting of our own story. For many of us creating a vision of how we see ourselves and the outcomes we want demand that we re-write our own stories to integrate this new shift in thinking.

Times are changing. A great deal of our efforts has been in dealing with sickness. Sickness is reactive; we deal with what has gone wrong in the hopes of correcting the symptoms, conditions and ailments that have accumulated over time. Wellness is proactive; it is engaging in activities, products and services to enable us to feel better, become stronger and prevent illness. It requires that we make choices to enhance our life and become preventative.

Information and education about health influences abound. Knowing is not enough. We have to change our behaviours and adopt new ways of being that make us healthier, energize us and enhance our emotional well-being. We must realize that the choices we make have a profound impact on our lives. The movement from knowing what needs to be done and to actually doing it is necessary when rewriting your own wellness. Changing how we see ourselves, and consequently how others see us, begins with a desire for something different, something healthier. The reasons to take action to change one's life varies greatly; whether it is for health reasons or to be a good role model for our children.

Each of us has scripted the routines that underline our health. Rewriting the story is a process; a first step is to assess whether your story has a sickness plot or a wellness plot, is reactive or proactive. I know we all have said, "I don't have time", yet when I am speaking with someone who is dealing with a health crisis there is both time and urgency. Is it enough to want a healthy life? We have to take the steps to affect the health we want. Each of us has the potential to decide which direction we want for ourselves and those around us.

**"Learning to focus on ways we want to live instead of the obstacles is an essential step in developing the new and healthier routines that will bring about the results we want."**

Once we assess our health plot we need to accept responsibility. It has taken us years to get to where we are presently. It is going to take time and behaviourial change to attain new outcomes. As we all know, changing behaviour is often difficult. Thinking and doing are key to that change. The way we think regulates the action we take and our thinking is geared towards the old familiar patterns. To change our bodies we have to alter how we see ourselves and the feedback we give ourselves. What we say to ourselves is essential to moving to a wellness perspective. Learning to focus on ways we want to live instead of the obstacles is an essential step in developing the new and healthier routines that will bring about the results we want. Be positive, be specific and give positive feedback for all the little achievements along the way.

In generating new experiences and realizing the positive effects, we learn there is something better than what we have known. Physically, as well as mentally, we feel more alive.

Recently, I spoke with two people who are rewriting their wellness story. Neither person waited for a

health crisis to occur and both are continuing to get closer to their new imagined self-image, with outcomes and outlooks that are more positive than they have been in years. Paula is a mother of teenagers. She had been a runner many years ago; a highlight was completing a marathon. Life has been busy and paying attention to herself had been on the back burner for years. She said she still felt athletic on the inside but neither her physique nor her performance relayed that message. She has been concerned about the messages her daughters are getting from the media and their friends. She wants to model for her children that healthy lifestyles are more important than being skinny or fat. Paula has begun to run and cycle as part of her weekly activities. This is making a huge difference to herself and the whole family.

Greg is married and has three children. Over the years he has continued to gain weight and has been a closet smoker. While he chose to smoke, he did not want his children to be influenced by his unhealthy lifestyle. It was only when his eldest caught him smoking did he come face-to-face with his own destructive lifestyle. His lack of integrity haunted him and at this critical moment he began to re-write his wellness story. A year later, 30 pounds lighter and fit enough to run a half-marathon, Greg is proud to be with his children. He feels he is a better father and role model for the people most important to him. When asked if anything is suffering because of his taking time to be more active, he laughed and said it is just the opposite.

The story we tell about ourselves is critical to the lives we lead. Both of these stories indicate what is truly valued. Keeping this in mind will help when our resistance to change arises. Validate each step to reinforce the new ways of being. Accepting the healthier changes we are making takes time. When others compliment you on what you are doing or how you are looking, a simple 'thank you' goes a long way in building the foundation of our new image. Start writing the story you want and before long each chapter will bring its own rewards.

---

*Marie Wall is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Marie Wall (ext. 265) or Claudette Coombs (ext. 242).*

# Provincial SAC Conference
## May 20-22, 2009
## Terra Nova Golf Resort

The Provincial SAC Conference is scheduled to take place at the Terra Nova Golf Resort from May 20-22, 2009. By the middle of November, the final speakers will be confirmed and the SAC 2009 Conference website will be up and running. Details for registration will be located on this site. The theme of the Conference is "Leadership That Matters". The focus of the sessions will be on what authentic and significant leadership really is about. In other words, participants will be taking a closer look at the soft skills of leadership. More details will follow in the next few weeks about the Conference, but the organizers believe that it will be one that participants will thoroughly enjoy. There will be a pre-conference on May 20, 2009 which will actually focus in on what is effective assessment and the role of administrators in this process. This will be a very dynamic and interactive session.

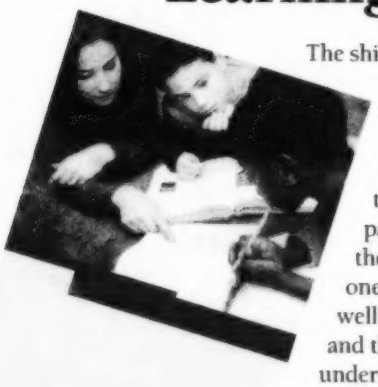
**Note:** All rooms at Terra Nova Lodge have now been reserved by delegates but there are rooms still available at the Clarenville Inn and the St. Jude's Hotel in Clarenville (20 min. away). SAC will be providing a bus shuttle service back and forth from the hotel to the Terra Nova Lodge during the Conference.

## See you at SAC 2009!

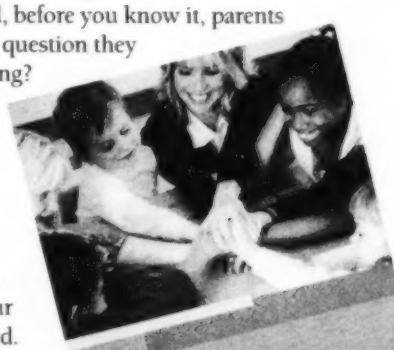
**For further information, contact:**

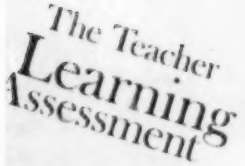
- George Tucker, Administrative Staff Officer, PD Division, NLTA; gtucker@nlta.nl.ca; 726-3223 or 1-800-563-3599, ext. 245
- Glenn Harnum, Principal, Exploits Valley Intermediate, Grand Falls-Windsor; glennharnum@nesd.ca; 709- 489-5608

# Learning and Assessment Brochures



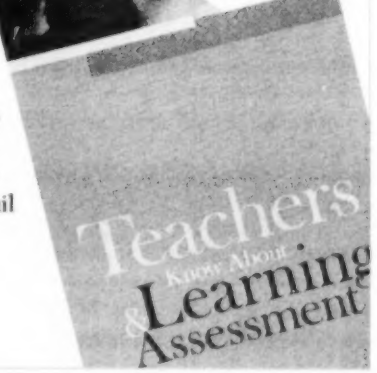
The shine has worn off the new school year and, before you know it, parents will be arriving for interviews. The big question they have is, of course, how is my child doing? It's all about YOU telling THEM about learning and assessment. We know that you're the expert but sometimes parents get caught up in the hype of the "external" tests or whether one child, one teacher, one school is performing as well as the next. Sometimes we, as teachers, and they, as parents, need to be affirmed in our understandings of how learning is best assessed.






The Canadian Teachers' Federation has published two brochures – one to support you, as a professional and the second forparents. These are available upon request from the Professional Development Division. Call or email Susan Cardoulis at:

scardoulis@nlta.nl.ca
726-3223 or 1-800-563-3599 ext. 246



# NLTA Resources/ Information

**The following are SOME of the resource materials/publications that are available from the NLTA website (www.nlta.nl.ca). Items marked with ☐ are also available in limited numbers in print from NLTA Printing Services.**

## Publications Link:

- NLTA Annual Report ☐
- The NLTA and You ☐
- President's Digest ☐
- Observances Poster ☐
- Wall Calendar ☐
- NLTA Act, By-Law and Code of Ethics ☐
- Handbook for Beginning Teachers ☐
- Mentoring Beginning Teachers Booklet ☐
- The Bulletin ☐
- Collective Agreement and Salary Scales ☐
- Discount List for Teachers
- Executive Notes
- Going on Maternity Leave? What You Need to Know
- Group Insurance Overview
- Guide to Reading and Language Difficulties
- Home Reading Guide
- Infosheets
- News Releases
- WHSCC and OH&S Information

## Information Brochures:

- Responsibility of a Teacher in Suspected Cases of Child Maltreatment ☐
- Employee Assistance Program for Teachers ☐
- Parents Are Teachers Too ☐
- Homework and Study Tips: Tips for Students and Parents ☐
- Parent-Student-Teacher Conferences: Tips for Teachers ☐
- Teacher's Guide to Employment Insurance ☐
- Teachers' Rights in NL: Dealing with Harassment by Students, Parents and other Adults ☐
- The Edge (how the media works) ☐
- Thinking About Being a Teacher ☐
- Those First School Days ☐
- Benefits Available to an Injured Teacher ☐
- What to Do If You Are Injured at Work ☐
- Making the Transition – Frequently Asked Questions ☐
- Child's Play is Serious
- Helping Children Make Career Plans
- Public Relations and School Programs
- Teacher Induction Program Booklet

## Forms Online Link:

- Academic Loan Application
- Allan Bishop Award
- Bancroft Award
- Barnes Award
- Branch Audit of Operating Accounts
- Branch Registration Form
- Branch Registration Form (Preliminary)
- Branch Request Form for Additional Funding
- Branch Viability Profile
- Centennial Fund Awards
- Educational Research Program
- International Conference Presenter
- International Programs
- Project Award
- Proposal for New Programs
- Study Award
- Committee Volunteer Application
- Deferred Salary Leave Plan Application
- Educational Leave Application
- Ella Manuel Award
- Expense Claim Form
- Child Care/Dependent Expense Form
- Items Available for Teachers Order Form
- Johnson Incorporated Bursaries Application
- PD Fund - Out of Province Grant Application
- Pre-Retirement Seminar Registration Form
- Project Overseas
- Recommendation Form for Resource People
- School Administrators' Professional Development Fund Application
- Scholarship Application (for dependents of active, retired, disabled or deceased teachers)
- School Board Teacher Liaison Request Form for Agenda Items
- Special Interest Council Registration Form
- Special Recognition Award
- Substitute Teacher Registration Form
- Teacher's Report of Accident/Injury (Incident)
- Teachers Talking To Teachers Program & Application
- Visiting Artist Program Application

**SHARING OUR CULTURES/**
**À LA DÉCOUVERTE DE NOS CULTURES**

*March 22-24, 2009*

The Rooms, St. John's. Class Tours: 9:15-11 a.m. or 12:15-2:00 p.m. This is a unique opportunity for teachers and their students (Grades 4-6) to experience a bilingual, interactive, curriculum-relevant, and hands-on approach to learning about diverse cultures. The event showcases 25+ cultures and 20+ exhibits by government and community organizations. This year's theme is *Music and Dance*. Admission is FREE but space is limited. Registration deadline is January 30, 2009. For information, contact Lloydetta Quaicoe at (709) 727-2372 or quaicoe@gmail.com.

**ASSISTIVE TECHNOLOGY**
**FOR CHILDREN & YOUTH CONFERENCE**

*April 22-24, 2009*

Saskatoon, SK. Where It's AT: Teams Using Learning Technology. Speakers: Kelly S. Fonner, MS, Educational and Assistive Technology Consultant and Scott Marfilius, MA, Educational and Assistive Technology Consultant. Topics: *Integration of Assistive Technology into the Classroom* and *Literacy for All – Supports Through Assistive Technology*; plus break-out sessions and computer lab on Day 3. For information contact: Events of Distinction, eofd@sasktel.net; Tel: 306-651-3118; Fax: 306-651-3119.

**LANGUAGES WITHOUT BORDERS: NATIONAL**
**CONFERENCE FOR SECOND LANGUAGE EDUCATORS 2009**

*May 21-23, 2009*

Edmonton, AB. *Exploring New Frontiers in Language and Culture Education*. The Canadian Association of Second Language Teachers and the Institute for Innovation in Second Language Education at Edmonton Public Schools invite you to the National Conference for Second Language Educators. Participate in an exciting opportunity to connect with colleagues from across Canada and around the world. For information or to register: www.caslt.org.

## 2008-09 Convention and Province-Wide Vote Deadlines

**November 25, 2008**
Deadline for receipt of poster information from candidates.

**December 3, 2008**
- All nominations for Office of President/Vice-President must be postmarked by this date for publication in Election issue of *The Bulletin*.
- Photograph, biographical sketch and election statement of nominees for Office of President/Vice-President must be postmarked by this date for publication in Election issue of *The Bulletin*.

**December 30, 2008**
Deadline for mailing of election posters to schools.

**January 3, 2009**
Mailing of Election issue of *The Bulletin*.

**January 4, 2009**
Final deadline for receipt of nominations for Offices of President and Vice-President.

**January 15, 2009**
Proposed change, amendment or repeal of NLTA By-Laws to be actioned by Convention must be presented in writing to the NLTA.

**February 3, 2009**
Province-wide vote for the election of President and Vice-President.

**February 15, 2009**
- All nominations for Provincial Executive for publication in Convention issue of *The Bulletin* must be postmarked or hand delivered to NLTA Office.
- Names of elected delegates and alternates to Convention should be forwarded to NLTA Office for printing in Convention issue of *The Bulletin*.
- Resolutions to Convention must be received at the NLTA Office.

**February 17, 2009**
Run-off ballot for the election of President and Vice-President (if required).

**March 15, 2009**
Mailing of Convention issue of *The Bulletin*.

**April 14-17, 2009**
Biennial General Meeting

**April 16, 2009**
Final deadline for receipt of nominations for Provincial Executive.

## Dates to Remember

**October 2008**

| | |
|---|---|
| Oct 16 | **Deadline:** Professional Development Fund Applications |
| Oct 16-17 | Pre-Retirement Seminar, Corner Brook |
| Oct 17-18 | School Rep Seminars, Deer Lake and Plum Point |
| Oct 23-24 | Pre-Retirement Seminar, Grand Falls-Windsor |
| Oct 31 | School Rep Seminar, Clarenville |

**November 2008**

| | |
|---|---|
| Nov 1 | School Rep Seminar, Clarenville |
| Nov 7 | **Deadline:** Project Overseas Applications |
| Nov 6-7 | Pre-Retirement Seminar, Stephenville |
| Nov 13-14 | Pre-Retirement Seminar, St. John's |
| Nov 15 | **Department Deadline:** Teacher Exchange applications to Australia, Britain and USA |
| Nov 20 | NLTA Executive Meeting |
| Nov 20-21 | Pre-Retirement Seminar, St. John's |
| Nov 21-22 | Joint Council Meeting |